

**“As unique individuals, we do our best at work and play for the love of God and others.”**



**St Benedict's Catholic Primary School**

# **Early Years Foundation Stage Policy**

**Produced by 'The Key'**

**Adopted by St Benedict's Catholic Primary School: November 2023**

**Review Date: November 2026**

# Contents

1. Aims .....	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum .....	2
5. Assessment .....	4
6. Working with parents .....	5
7. Safeguarding and welfare procedures.....	5
8. Monitoring arrangements.....	6
Appendix 1. List of statutory policies and procedures for the EYFS .....	7

---

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

*This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) for 2023](#).*

## 3. Structure of the EYFS

At St Benedict's we have a Reception class with a maximum of 30 pupils. These pupils are supported by a minimum of 2 adults (1 teacher and 1 Teaching Assistant). Where need dictates, an extra member of staff will be deployed to support the class. We have one start point – September.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### 4.1 Planning and Teaching

Provision and opportunities to support the 7 areas of learning are clearly visible in both the indoor and outdoor environments

The timetable dedicates sessions to both child-initiated and adult-led activities  
Topics are adapted in the moment to facilitate children's questions

Long-term planning is exemplified through the provision and opportunities created in the indoor and outdoor learning environments (continuous provision plans including enabling resources are in the process of being developed – see example template and current action plan)

Medium-term planning begins with the topic and links are develop in all of the areas

Short-term planning provides differentiated adult-led/initiated teaching and learning activities for the children and these activities embrace the theme/topic steered by the children. Objectives and next steps and taken from the 'A Unique Child' section of the 'Development Matters in the EYFS' Guidance (2012). Notes, assessments and observations are made based on a Look, Listen and Note approach and

'Positive Relationships' and 'Enabling Environments' guidance is also taken from here (see EYFS teacher's planning folder)

The children receive a 20-30 minute phonics session every school day and lessons are planned from

'Letters and Sounds' (2007) drawing on multisensory aspect of 'Little Wandle' (see EYFS teacher's phonics folder for planning and assessment)

Baseline assessments begin as soon as the children are in school. We start by assessing their levels

of Wellbeing and Involvement and then we assess their Characteristics of Effective Learning before moving on to assess them in the 7 Areas of Learning and Development.

Since September 2020, we have been using the Early Excellence Baseline Assessment (EExBA) to assess the children's levels of wellbeing and involvement, their characteristics of effective learning, the 3

Prime Areas of Learning and the 2 Specific Areas of Literacy and Mathematics.

The Early Years teacher will use 'Development Matters' guidance and 'Tapestry' to gather a baseline for children's knowledge skills and understanding in the Specific Areas of 'Understanding the World' and 'Expressive Arts and Design'.

Future adult-led teaching will then use the established baselines to plan for progress and learning by addressing any gaps in children's knowledge, skills and understanding and providing them with opportunities to access next steps in learning.

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 5. Assessment

At St Benedict's, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development

Exceeding expected levels or,

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Formative assessments are then made on a lesson to lesson basis, based on the 'Look, listen, note' system and next steps determined from 'Development Matters – A Unique Child' as described above

(see planning folder)

Ongoing assessments are made of the children during their child-initiated times and these are collected

on the working wall and/or recorded on the Tapestry Online Learning Journal System before finally being collated in individual pupil books as evidence towards meeting Early Learning Goals

Pupil progress meetings are held on a termly basis and children who are underachieving are identified and steps are taken to improvement attainment.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We recognise that all parents/carers, as their child's first educators, have a vital role to play in their child's education. We aim to establish strong links with them by:

- offering induction meetings during the term prior to their child starting school, and inviting them and their child to spend time in school
- visiting Nurseries to establish and foster good working relationships and to ensure a smooth transition from nursery into primary school.
- holding curriculum information meetings and parents' evenings throughout the year
- holding regular book look session where parents can come and see what their children are learning
- having an open door policy so that parents and talk to the parents (at the end of the day)
- producing weekly newsletters to keep parents/carers informed regarding school events/activities.
- updating the class page on the School Website regularly to provide current information for parents/carers and photographs show the exciting learning opportunities taking place.
- producing yearly reports and holding 2 parents evenings inviting parents to a termly celebration assembly
- differentiated home learning tailored to the needs of each child

## 7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every 3 years.

At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy